DOCUMENT RESUME

ED 185 365 CE 024 893

TITLE	Programs for Training Government Employees.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY	Bureau of Higher and Continuing Education (DHEW/OE), Washington, D.C.
PUB DATE	79
CONTRACT	300-78-0566
NOTE	19p.: Photographs may not reproduce clearly.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	City Government; College Programs; Community Services; *Continuing Education; *Government Employees; Local Government; Management Development; Postsecondary Education; Professional Continuing Education; Program Descriptions; *Public Administration Education; State Government; Technical Assistance

ABSTRACT

The twelve continuing education programs for government officials are described to exemplify the broad range of activities that can be afforded by institutions of higher education. (All but one were funded by Title I, Higher Education Act of 1965.) Four of the programs have full descriptions including focus, audience, activities, cost/staffing, evaluation, and available information/services. They are (1) a project providing information, training, and technical assistance in the use of low-cost computer technology to small local governments; (2) one designed to promote efficiency and effectiveness in delivery of city services by sharpening decision-making skills in municipal managers; (3) a region-wide network organized to develop and disseminate resource materials at reduced cost to institutions training local government officials and employees, and (4) a project training state legislators and staffers in approaches to and methods of program evaluation for use in program and policy review. Brief descriptions (and addresses for contacts) are given for eight other projects including personnel management skills for school boards and zoning and planning commissions; counseling/skills training for state clerical employees, orientation of county officials to county home rule, public sector management for upper- and middle-level state administrators, and information and advisory resources for mayors and county commissioners. (JT)

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ED185365

PROGRAMS FOR TRAINING GOVERNMENT EMPLOYEES

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EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Acknowledgments

This booklet could not have been developed without the cooperation of the developers of the projects described in these pages. To each we extend our thanks.

Helpful guidance and comments came from Eugene Welden, Charles Griffith, and Jay Donahue of the Bureau of Higher and Continuing Education, United States Office of Education.

The booklet was produced with funds provided by Title I of the Higher Education Act.

Summer 1979

Prepared for
CETAC
Continuing Education Technical Assistance Center
by
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

This publication is available while supply lasts, from the CETAC office at Far West Laboratory.

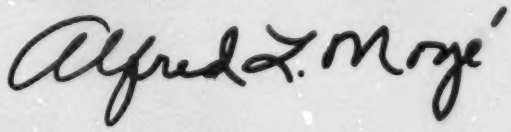
Foreword

The Community Service and Continuing Education Program, authorized by Title I of the Higher Education Act of 1965, as amended, allocates federal monies to states to strengthen community service and continuing education programs in colleges and universities. Since 1966, more than 7,000 grants have been made to expand continuing education opportunities for adults and to assist in solving community problems.

Grants are also awarded, when appropriations permit, to special projects designed to meet national or regional challenges arising from technological and social change and from environmental pollution. Unlike the state grant programs, these "special" projects are funded directly through the U.S. Office of Education.

This booklet focuses on continuing education programs for government officials that exemplify the broad range of activities that can be offered by institutions of higher education. One project was funded by the Office of Personnel Management, Bureau of Intergovernmental Personnel Programs. The others were funded by Title I HEA either directly or through the state grant programs.

The U.S. Office of Education hopes that this information will acquaint the public with the variety of services already available and encourage institutions to broaden their own program offerings for older adults.



Alfred Moyé
Deputy Commissioner
for Higher and Continuing
Education

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A project designed to promote efficiency and effectiveness in delivery of city services by sharpening decision-making skills in municipal managers.

FOUR CITIES PROJECT (CITY HALL / UNIVERSITY APPLICATION OF URBAN RESEARCH AND DECISION TECHNOLOGY THROUGH CONTINUING EDUCATION)

FOCUS: The Institute of Public Administration at Pennsylvania State University launched the Four Cities Project to improve municipal decision making and the efficiency and effectiveness with which municipal services are provided in Harrisburg, Wilkes-Barre, and York, Pennsylvania, and Bridgeport, Connecticut. Working closely over a two and one-half year period with local officials in these cities, project staff developed a model for training materials with wide applicability to problems of medium-size cities. This model could be also used by continuing education and community service programs in universities, colleges, and public service institutions.

AUDIENCE: Management level staff of medium-size cities (population 50,000-200,000).

ACTIVITIES: The project developed training programs in Management Technology, Program Effectiveness Analysis and Alternative Generation, and Productivity and Efficiency Analysis. Management Technology aimed to improve financial management practices by developing and installing a program budget process. On-the-job training was provided at meetings among project staff, local budget office personnel, and individual department heads and staffs and at general meetings that included the mayor and business manager. Participants were shown how to prepare a program structure for a budget, how to restructure individual city programs and assign realistic costs, and how to prepare a final budget. The Program Effectiveness Analysis and Alternative Generation program surveyed citizens to determine their perceptions of the adequacy of police services, housing and community development efforts, and other services. In close consultation with police and housing agencies, project staff helped design evaluation procedures and provided instruction in the collection and analysis of data. The Productivity and Efficiency Analysis program evaluated police and fire department data to help cities deliver service more efficiently. Training required close interaction between local officials and project staff in formulating and implementing recommendations.

COST/STAFFING: From July 1, 1975 to December 31, 1977, the project operated with $312,000 received under Title I of the Higher Education Act. During that time, 645 meetings, workshops, and consultive sessions were held with local officials in the four cities. Funding covered staff salaries for Institute faculty and three full-time research assistants, as well as travel and operational costs.

EVALUATION: While the project was operating, critique sessions were held among representatives of participating cities, a panel of external advisors, representatives of the U.S. Office of Education, and project faculty staff. The external advisory panel acted as outside evaluators of project-produced materials. The project ended in 1977, but dissemination of project materials and informal consultation continue. To date, more than 2,000 copies of project reports have been circulated to cities, universities, and public service institutions. Project staff continue to present research papers at such meetings as the national conference of the American Society for Public Administration.

AVAILABLE INFORMATION/SERVICES: Reports in the Management Technology series provide guidance for cities wishing to adopt program budgeting systems; reports explain the overall approach, provide sample budget instructions, and propose a program structure that can be modified to meet the needs of particular cities. The Program Effectiveness and Productivity Efficiency programs include volumes explaining evaluation techniques and implementation. Materials are designed to be adapted by non-specialists in medium-size cities with limited staff and time for evaluation. All materials are self-explanatory and available free.
Contact: Robert Mowitz, Institute of Public Administration, Pennsylvania State University, 211 Borrowes Bldg., University Park, PA 16802; 814/865-2536.

A project providing information, training, and technical assistance in the use of low-cost computer technology to small local governments.

LOW-COST INFORMATION PROCESSING TECHNOLOGIES AND STRATEGIES FOR SMALL LOCAL GOVERNMENTS

FOCUS: In partnership with the International City Management Association (ICMA), the Institute of Government, University of Georgia conducted a 30-month research and training project to answer a need expressed by local governments (cities of less than 50,000; counties of less than 100,000) for ways to improve their decision making and operations through low-cost computer technology.

AUDIENCE: Most participants were non-elective management personnel and department heads not engaged in policy-level decisions. Younger members of the project audience proved less resistant to computer technology innovation than older participants, but differing levels of education appeared to play no role in individual response to the program.

ACTIVITIES: Today's increasingly complex interrelation of local, state, and federal government places heavy demands for information on small local governments. External requirements include W-2 forms, policy statistics, and Medicaid reports. Internal requirements for information in local government are the payroll system, utility services billing, voter registration, and human services (e.g., food stamps). Low-cost computer technology promises future cost-avoidance, increased community services, and improved worker productivity.

To meet this objective, the University of Georgia developed and tested a training program that could be understood and used by local government officials who had no previous training or experience with computers. The two and one-half day workshop includes lectures, audio-visual presentations, and demonstrations of problem solving by computer practitioners and of computer systems by vendors. Training sessions provide computer problem-solving experience for participants and instruction in evaluating vendors' proposals and in developing a computer systems contract with a vendor.

To supplement the training program, ICMA surveyed the current use of computer technology by small local governments and published the results in a *National Directory of Data Processing in Small Local Governments.* ICMA also developed and published six handbooks addressing the acquisition and implementation of computer systems by local governments.

COST/STAFFING: Funded under Title I of the Higher Education Act of 1965, the project received $244,000 (90% federal, 10% matching funds) for salaries, travel, and operational expenses. During the 30-month period ending December 31, 1977, the project conducted four pilot workshops and seven more workshops in eight states for more than 250 participants.

EVALUATION: During project operation, an advisory committee of local government practitioners met with a technical advisory committee composed of university CSCE personnel to evaluate pilot programs and modify training materials as needed. Those served by the program have praised its accessibility to persons with little or no knowledge of or experience in computer technology. A former assistant city manager of Andover, Massachusetts commented on the usefulness of the program in the installation of a computer, as well as the savings in time and extension of analytic capabilities available only eight months after implementation. The finance director of Dublin, Georgia said that the training had helped her solve problems she faced when that city acquired a computer system; she emphasized the benefits of budgetary control with more audit trails.

AVAILABLE INFORMATION/SERVICES: The original intention was to transfer the training program and assistance capability to other university and college CSCE programs. However, since project coordinators had difficulty locating staff in universities and colleges with sufficient knowledge and experience in small computers and public sector management, the University of Georgia has undertaken to conduct the workshop on an informal contractual basis. To date, 34 workshops involving 1260 participants have been held at sites throughout the nation. Two hundred twenty-three complete sets of the training package and 260 sets of the participants-only package have been sold. ICMA has sold 804 copies of the handbooks and distributed 7,200 copies to its Management Information Service subscribers. Similar training programs aimed at larger cities have been adapted (in consultation with the University of Georgia) by North State University at Raleigh and the University of South Carolina at Columbia.

The training program requires an instructor with experience in both computer technology and public sector management. Training materials include a notebook for participants ($10.00) and an instructor's manual ($40.00). The average cost of the two and one-half day pilot workshop is $1,800, including instructors' fees. A small computer system at the training site is convenient, but not necessary. For information about training materials, program implementation costs, and assistance in conducting workshops,

Contact: John Scoggins, University of Georgia, Institute of Government, Terrell Hall, Athens, GA 30602; 404/542-2736.

The six handbooks on the use of computers in local government ($5.00 each) and the *National Directory* ($20.00) can be purchased.

Management Information Service, International City Management Association, 1140 Connecticut Ave. NW, Washington, DC 20036; 202/828-3600.

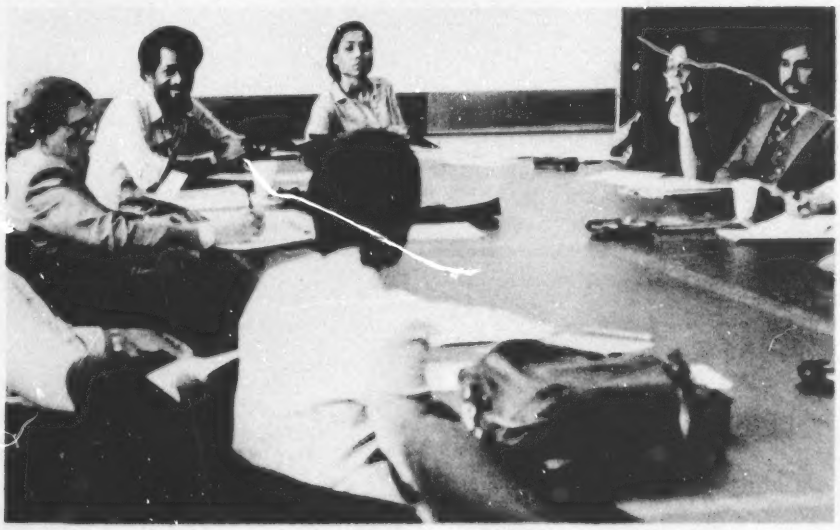
A region-wide network organized to develop and disseminate resource materials at reduced cost to institutions training local government officials and employees.

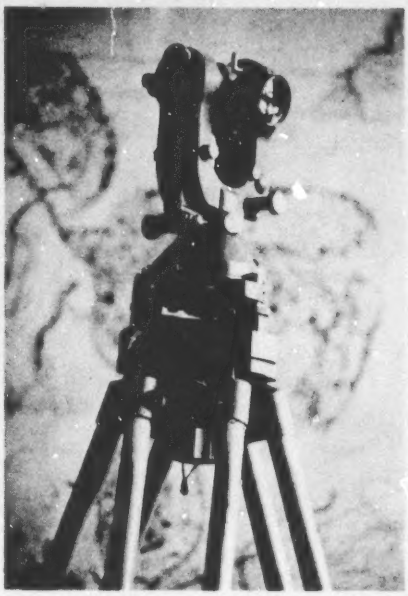
MID-NET
(MIDWESTERN CONSORTIUM OF HIGHER EDUCATION INSTITUTES ADVANCING COMMUNITY DEVELOPMENT)

FOCUS: Formed in 1974 by five educational and public service institutions in Iowa, Kansas, Minnesota, and Texas to exchange training programs addressing basic management programs of small local governments (cities under 25,000), MID-NET proposed to establish closer working relationships (in some cases joint sponsorship) between educational institutions and civic agencies; to reduce program duplication and improve program development through resource-sharing; and to provide low-cost opportunities for representatives of communities with limited resources to participate in community development programs.

AUDIENCE: Institutes of local government in university-sponsored continuing education programs, leagues of municipalities and counties, and interested state agencies.

ACTIVITIES: MID-NET developed five comprehensive training programs: Land Use Planning; Municipal Personnel System Development; Development and Management of Training for Small Cities; Supervisory Development Programs; and Basic Psychology in Management and Supervision. The training programs use innovative adult education methods and practical problem-solving teaching materials. Each program contains three to eight modules. Each module is a two- to four-hour learning experience that includes a specific content piece (a written manual and/or a slide-tape presentation), simulated group exercises, role playing, and debriefing discussions.





MID-NET's resource-sharing approach condensed and consolidated the research phase of program development, enabling participating institutions to provide more training at less cost. For example, St. John's University was able to modify and deliver its Land Use Planning training materials to three other states at a 100% savings of the original developmental cost. All five comprehensive training programs were able to accommodate more participants than initially anticipated without having to increase the original budget.

COST: MID-NET was funded under Title I of the Higher Education Act of 1965. Its $203,000 budget (86% federal, 14% matching funds) covered salaries, travel, and operational expenses. During its 21-month existence under Title I, MID-NET served more than 1,400 elected and appointed officials from more than 150 cities and counties.

EVALUATION: Acting as outside evaluator, the Dallas County Community College District consulted with MID-NET's advisory board during development of the five training programs and prepared a final evaluation. Participants in MID-NET seminars reported greater awareness of available resources and better understanding of decision-making rationale. Raytown, Missouri officials agree that the Development and Management of Training for Small Cities helped improve communication within city departments and increased awareness of the demands and constraints under which officials of various departments operated. Land Use Planning program recipients from Bettendorf, Iowa said that knowledge gained from training made local planning commission meetings smoother. Program users widely praised the availability of low-cost training programs. For one respondent, MID-NET was the "most useful federal spending" he had seen in a long time.

AVAILABLE INFORMATION/SERVICES: Funding for MID-NET ended in March, 1976, but informal networking, program exchange, spin-off development, and replication continue. To date, training programs developed by MID-NET have been adopted/adapted by continuing education programs in universities, community colleges, and public service institutions in at least 23 states. In Arkansas, Louisiana, New Mexico, Oklahoma, and Texas, for example, over 400 local officials from more than 100 cities have been trained at workshops conducted by the Institute of Urban Studies, University of Texas at Arlington, using adaptations of the Land Use Planning Series.

Designed primarily for trainers in state planning agencies and continuing education vendors, the Land Use Planning series consists of eight self-explanatory modules costing $150 each. Modules can be purchased individually or as a set. A two-day workshop using these materials costs $12-$15 per student.

Contact: Dennis Kleinsasser, Center for Human and Community Development, Saint John's University, Collegeville, MN 56321; 612/363-3446.

Developed for first- and second-level supervisors, the Supervisory Development Program includes eight lectures and four dramatized case studies, at prices ranging from $24 to $56; the Participant's Manual costs $8 and the Instructor's Manual, $45.

Contact: Judy Slezak, Training Department, Institute of Public Affairs, University of Iowa, 507 N. Clinton, Iowa City, IA 52242; 319/353-3270.

The Municipal Personnel System Development program consists of six manuals ($55 per set). Program use requires a technical consultant or a member of the local community who uses program materials to install or upgrade the present system and train local employees in system maintenance.

Development and Management of Training for Small Cities provides a four-day residential seminar for chief administrative officers of municipalities and their assistants. Seminar activities include assigned readings, presentations, small-group discussions, and micro training laboratories. Participant's Manual costs $30. Initially prepared by League of Kansas Municipalities, the materials are now available from the Institute of Urban Studies, University of Texas at Arlington. Arlington.

Contact: Frank Anderson, Institute of Urban Studies, University of Texas at Arlington, P.O. Box 19588, Arlington, TX 76019; 817/273-3071.

Designed for managers and supervisors, elected officials, and other state employees with public contact jobs, the four-unit Basic Psychology in Management and Supervision program uses transactional analysis methods. Trainer and Participant Manuals cost $6.25 each. The program can also be purchased on a contractual basis.

Contact: Paula Wright, Center for Public Affairs, 607 Blake Hall, University of Kansas, Lawrence, KS 66055; 913/864-3701.

A project training state legislators and staffers in approaches to and methods of program evaluation to make program and policy review part of their regular jobs.

PRESS: PROGRAM REVIEW IN EDUCATION AND SOCIAL SERVICES

FOCUS: The Eagleton Institute of Politics at Rutgers University created PRESS in March, 1977 to address the need of state legislatures for legislative oversight. The project shared a basic assumption with state legislators and their constituents that legislatures should not only make law, but try to make law work by assessing how well existing policies and programs work and what changes need to be made. PRESS has focused on programs providing education and social services and on "sunset" legislation which concerns programs whose renewal is contingent on legislative evaluation.

AUDIENCE: State legislators and staffers in 15 states — Florida, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, Ohio, Oklahoma, and Vermont.

ACTIVITIES: PRESS trains legislators and staffers who serve standing committees in approaches to and methods of program evaluation. The training program intends to make program and policy review part of the regular jobs of legislators and staff. Training begins with a two-day workshop, where legislators and staffers with experience in legislative oversight from other states, PRESS faculty, and a keynote speaker make presentations. Project staff meet with individual committees to discuss their particular problems in research project design, data collection, and analytic methods. Consultation between project staff and legislative committees continues after the workshop as needed until a final report can be issued. Project staff help design questionnaires and devise strategies for field visits and legislative committee hearings. The training program varies from state to state, meeting particular needs, and emphasizes on-the-job training of legislators and their staffs.

In addition to working with state legislators on oversight projects, the project has developed several books and monographs for dissemination to state legislators and staff.

COST/STAFFING: To support staff salaries, travel and operational expenses, PRESS received $110,000 from the U.S. Office of Personnel Management (formerly the Civil Service Commission) and $250,000 from the Ford Foundation. Workshops and consultations provided by PRESS have involved more than 400 participants.

EVALUATION: Evaluation of training and training materials occurred as a matter of course during consultations between legislative and project staffs. Workshop participants uniformly praised legislators with experience in legislative oversight for their helpfulness. They also spoke well of specific recommendations from project staff in designing research projects and in the use of fiscal, legal, and auditing staff to perform evaluations. Final evaluation of the project is not yet complete, but one half of the states that worked with PRESS have initiated program review as a regular function of legislative committee work. Legislative recommendations originating in consultations with PRESS have found some notable success in reversing long-standing policy practices in existing programs.

AVAILABLE INFORMATION/SERVICES: The project-developed training materials, including monographs and books, are available for use by educators and legislators at nominal cost. Materials include a monograph (*Legislative Follow-Through*, by Ralph Craft, $2) and two books (*The Effectiveness of Legislative Program Review*, Richard E. Brown, editor, $4.95, and *Getting the Facts*, by Jerome T. Murphy, in press). Project staff are currently preparing for publication a study on the development of legislative oversight capacity by state legislative staffs. Two other monographs on oversight developed under a previous grant are also available. Project staff include political scientists, educational administrators, and social workers.

Contact: Ralph Craft, Rutgers University, Eagleton Institute of Politics, New Brunswick, NJ 08901; 201/828-2210.

ACCESS YEAR, PUBLIC POLICY PROGRAM

To improve the work skills and advance the job opportunities of entry-level government employees in Hudson County, New Jersey, St. Peter's College has begun a special first or access year program as part of the two-year Associate of Arts and Sciences degree. Program staff actively recruit adult heads of families, predominantly minority women, who hold paraprofessional or entry-level service jobs in public education, health, criminal justice, social service, and housing. The year-long course meets on Saturday at three-week intervals 12 times a year, and for one full week on release time in November, February, and May. The integrated curriculum is team-taught by experts. Intended to upgrade writing, math, organizational, administrative, and research skills, the course examines demographic and cultural issues in urban life, local and federal budgets, taxation policy alternatives, the history of machine politics, and large-city social service policy. Course activities include writing and math workshops, group problem-solving exercises, and field work projects. Sixty-three persons have benefited from project programs to date. Acting as outside evaluator, Fordham University recommended that the Access Year program become a regular catalogue offering. In 1980, St. Peter's will begin offering a five-year B.S. degree program in Public Policy. The integrated course syllabus, booklists, bibliography, films, and comprehensive evaluation materials are available.

Contact: Norm Fruchter, Public Policy Programs, St. Peter's College, Kennedy Blvd., Jersey City, NJ 07306; 201/333-4400.

BOARD TRAINING FOR LOCAL GOVERNMENTS

In consultation with the Topeka/Shawnee County Intergovernmental Coordination Council, Washburn University in Topeka, Kansas trains officials of city/county school boards and zoning and planning commissions in personal management skill development. The project gives officials — many of them appointed or elected for their technical or political expertise — experience in skills necessary for effective government administration and decision making: supervision, interviewing, report writing, and public relations. Ten separate but related seminars address such topics as community public information, pre-employment interviewing, and refining delegation skills. To make them available to people with busy schedules, seminars meet twice for two or three hours one week each month. Business, legal, and communication arts experts and local business leaders make guest presentations. Training includes simulated problem-solving and role-playing exercises, with emphasis placed on specific skills needed on the job. Planned for 300 participants, the project served almost 450 people in its first year. In 1980, seminars will be opened to state officials as well. A participant's manual, with evaluative tests and exercises, handouts, and a bibliography, is available on loan.

Contact: Robert Bosler, Office of Special Instructional Programs, Washburn University, Topeka, KS 66621; 913/295-6398.

COMPUTER TECHNOLOGY FOR LOCAL GOVERNMENTS

The Center for Urban Affairs and Community Services, North Carolina State University, provides training in computer use to managers, finance directors, and department heads of city and county governments. Project-sponsored activities have improved the ability of local government officials to select appropriate, cost-efficient equipment for information processing needs, to include management information systems in government computer use, and to reduce the waste and confusion resulting from incompatible telecommunications systems. In the past year, one and one-half day workshops have introduced more than 250 participants to the use and management of computers. A workshop notebook, given to participants and available on loan to others, is a comprehensive reference manual on computer technology in local government. In addition to the workshops, the project has conducted a conference on systems development for North Carolina local governments, where approximately 150 officials shared ideas, experiences, and information about systems. A resource library on all phases of the computerization process has been assembled. Materials (available on loan) include equipment specifications, management and computer periodicals, a hardware/software index, and sample feasibility studies. The project also operates a telephone service providing referrals on data processing questions to appropriate resource persons or programs. Project funding has been renewed. Plans include additional introductory workshops and in-depth workshops on various phases of the procurement process.

Contact: Laurie Charest, Center for Urban Affairs and Community Services, North Carolina State University, Raleigh, NC 27650; 919/737-3211.

COPIS: Community-Oriented Planning Information System

To help elected officials of cities and counties identify community problems and devise and implement programs for their solution, Utah State University organized COPIS. In conjunction with the Utah Community Progress Program, COPIS has planned programs in human relations and cultural enrichment, economic development, physical environment, and community services. Every year COPIS holds workshops in the seven state planning districts to make mayors and county commissioners aware of available information and advisory resources. In close consultation with the State Department of Community and Economic Development and the League of Cities and Towns, COPIS begins the planning process by surveying public opinion on a targeted problem and organizing volunteer citizen committees. In designing and implementing particular programs, elected and volunteer leaders draw upon the technical advisory committee of consultants and the information system of resource materials provided by COPIS. COPIS has been closely involved in projects in 99 communities. Teams of judges (each team comprised of two community development specialists from within the state and one from out of state) evaluate the progress of COPIS programs in each community every two years. COPIS has received funding for 1980. Project-developed slide-tape presentations and workbooks explaining the overall COPIS process, techniques for surveying and involving the public, and criteria for implementing various programs are available.

Contact: Wesley Maughan, Sociology Department, Utah State University, Logan, UT 84322; 801/752-4100.

COUNSELING / SKILLS TRAINING FOR STATE EMPLOYEES IN CLERICAL POSITIONS

Organized by a consortium of 16 public and private colleges in the greater Hartford area in response to a 1977 Connecticut legislative act upgrading job mobility for state clerical workers, the Counseling/Skills Training project is developing a cooperative delivery center, located at Central Connecticut State College, to train state affirmative action officers in career counseling. Project-designed training provides participants with information on education resources, curriculum technique and theory, and operation of the state employment system. Graduates of the training program work with 50-100 clients, advising them of educational opportunities leading to job advancement. In fall 1979, eight consortium colleges will offer daytime, four-hour career counseling workshops on campus to clerical workers. In spring 1980, 10 courses will be offered for employees who wish to advance in clerical ladder jobs and those who wish to move from clerical to management ladder positions. Cooperation between project staff and the State Department of Personnel has enabled courses to be held on release time, free of charge, at a variety of convenient locations. Project-prepared materials, available at no cost, include an Upward Mobility Manual for counselors and clients and a Regional Directory of Educational Services and Programs.

Contact: Kevin Earls, Coordinating Committee for the North Central Region (CCNCR), 1615 Stanley St., New Britain, CT 06050; 203/827-7229; or Ernest Nagler, Personnel Development, State Office Building, Room 537, Hartford, CT 06115; 203/556-4286.

EDUCATIONAL SERVICES FOR GOVERNMENT EMPLOYEE TRAINING

To improve skills in management, administration, finance, planning, and policy making, the Office of Public Service and Research, Auburn University, provides continuing education for elected officials and employees of all government agencies in Alabama. The project enables units of government to identify personnel who can put training to use in assuming increased responsibility and to educate new personnel in effective performance of their duties. Project staff develop training programs meeting the specific needs of requesting city, county, and state agencies. The project has conducted workshops on executive management, computer technology, personnel administration, and budgeting processes. Most training is conducted on site, and all programs and workshops are tailored to specific agency problems and requests. Project staff include political scientists and public administration experts, along with faculty from other disciplines as required by the content of each program. Project funding has been renewed annually since 1970. Last year the project conducted training for 12 client agencies. An overview of project activities and a list of project materials and publications are available.

Contact: Keith J. Ward or Lewis Cannon, Office of Public Service and Research, 2232 Haley Center, Auburn University, Auburn, AL 36830; 205/826-4781.

OHIO PUBLIC EXECUTIVES PROGRAM

To upgrade the delivery of state services and to advance the careers of able men and women in state government operations and policy decisions, Ohio State University, in cooperation with the Ohio Department of Administrative Services, instituted a series of training programs for upper- and middle-level state administrators in the techniques of public sector management. The program involves three basic elements: Executive and Mid-Management Seminars; Special Topic Workshops; and Alumni Programs. The general management seminars are designed to be intense learning experiences which emphasize behavioral and operational aspects of the manager's job. Periodically, shorter one- and two-day programs focusing on a single area of management responsibility are offered for executive and mid-management alumni. Additionally, the program also calls for a monthly "special topic" program aimed at providing upper- and middle-level administrators and their staffs with regular opportunities to develop skills in germane areas. Program direction for next year calls for expanded instructional opportunities, with less Title I HEA and more state support.

Contact: John P. Stanley, Director, Public Management Programs, School of Public Administration, 210 Hagerty Hall, 1775 College Road, Ohio State University, Columbus, OH 43210; 614/422-3242.

ORIENTATION OF COUNTY OFFICIALS TO COUNTY HOME RULE

In response to a 1978 amendment to the Iowa state constitution granting counties ordinance-making power, Iowa State University has instituted a project preparing county board members and auditors for the administrative, economic, and structural changes brought by Home Rule. To encourage county officials to use Home Rule power and assist them in establishing an effective decision-making process, the project conducted six meetings in June, 1979 for 180 officials from 35 counties. Lectures explained the Home Rule law and the process for adopting a general enabling ordinance. The problems of making specific ordinance decisions were discussed. Project staff used slide-tape presentations to explore the dynamics of group decision making and to exemplify the entire ordinance-making process. In small-group sessions, participants discussed and solved a case problem. Six more meetings, building on the first six, are planned for November. The second series covers such topics as setting and writing policy and evaluating the effectiveness of enacted ordinances. The League of Women Voters acted as outside evaluator; its report is forthcoming. Project staff received valuable assistance from the Iowa State Association of Counties and the Institute of Public Affairs, University of Iowa. Project-developed materials have not been published.

Contact: J. M. (Jack) Whitmer, Jr., or Paul Coates, Local Government Programs, Iowa State University, Ames, IA 50011; 515/294-5263.

CETAC
Continuing Education
Technical Assistance Center

This publication is a product of the Continuing Education Technical Assistance Center (CETAC). CETAC was established through a contract with USOE addressing two major purposes:

1) to recommend an ongoing process for identifying professional development needs of personnel in state departments and commissions of education and in educational institutions, and to suggest methods of meeting those needs; and

2) to determine the most effective modes of delivery of information on exemplary continuing education programs funded both by Title I HEA and other sources, and to develop a process for meeting those needs.

The goal of the Continuing Education Technical Assistance Center is to help improve present services and to stimulate information and resource sharing on a nationwide basis. CETAC stimulates interpersonal networking, produces informational brochures, and publishes CETAC *Briefs*, a bimonthly bulletin. It works to identify needs of continuing education professionals that can be met through staff development workshops and it assists CSCE in coordinating its various information and resource sharing activities with other national and regional communication and service networks.

This project has been supported with federal funds from the Department of Health, Education, and Welfare, United States Office of Education, under Contract #300-78-0566. The contents of this publication do not necessarily reflect the views or policies of the United States Office of Education, or the Far West Laboratory for Educational Research and Development, nor does mention of trade names, commercial products or organizations imply endorsement by the U.S. Government or the Laboratory.